DOCUMENT RESUME

ED 025 824 CG 003 545

By-Appley, Dee G.; Lee, Randolph M.

A Report on University Counselling Services.

Council of Associations of Univ. Student Personnel Services (Canada). Univ. Counselling Association.
Spons Agency-Laidlaw Foundation, Peoria, Ill.
Pub Date Dec 67
Note-68p.
EDRS Price MF-$0.50 HC-$3.50
Descriptors-Counseling Programs, *Counseling Services, Counselor Training, *Higher Education, *National Surveys, *Student Personnel Services
Identifiers-Canada

This report on Canadian university counseling services is based on a wide survey. Sections of the report include: (1) a historical introduction, (2) current and project staff-student figures, (3) organization of counseling services, (4) policies, services, and training programs, (5) counseling effectiveness, (6) assessment of the status quo, and future projects, (7) several studies and reports from the United States, summarized for comparison, and (8) a general discussion on the state of Canadian university counseling services. A copy of the survey instrument is included, along with the list of participating institutions. (BP)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A REPORT ON UNIVERSITY COUNSELLING SERVICES

by

DEE G. APPLEY, Ph.D.[1]

with the assistance of

Randolph M. Lee, B.A.[2]

based on

A Survey of Canadian University Counselling Services
conducted under the auspices of the
UNIVERSITY COUNSELLING ASSOCIATION
(Canadian)

1. University of Massachusetts; on leave from York University, Toronto, 1967-68.
2. The Counselling Center, University of Massachusetts, Amherst, Mass.

ED 023 545
CG 003 545

PREPARED FOR THE UNIVERSITY COUNSELLING ASSOCIATION (CANADIAN), a division of the COUNCIL OF ASSOCIATIONS OF UNIVERSITY STUDENT PERSONNEL SERVICES (CANADIAN). For Limited Circulation. — Distributed December 1967.

This project was supported in part by a grant to the author from the Laidlaw Foundation for the Study of Personality Development and Mental Health in University Students.

FOREWORD

I would like to take this opportunity to acknowledge appreciation to everyone who has shared in the enterprise which has led to this Report. It is difficult to give credit to all who should be named as having had a share in the Report, and it is with some hesitation that the names presented in Acknowledgements are singled out.

At the same time, it is difficult to express appropriate appreciation even to those named without spelling out in much greater detail the efforts expended by these individuals. It is to be hoped therefore that each will accept this limited statement with the knowledge that more is felt than expressed.

The opportunity to think together over the past five years with members of the University Counselling Association and other colleagues has nurtured my continued concern about counselling services in the university. I am grateful for having this opportunity to bring together some facts about the present and some possibilities for the future for the consideration of those most vitally concerned with the present and future development of these services in Canadian universities.

It is with some sense of urgency that I have prepared this Report for the regional meetings to take place over the next several months in preparation for the Annual Meeting of the Association in June, 1968. It is less than the final version to be prepared next year, and I trust it will be received in the spirit in which it is presented for your consideration; i.e. as a working paper for generating the next stage of shared thinking which can lead as quickly as possible to appropriate action, and the fulfillment of

the intentions of the Association's resolution passed in June 1966:

> "Resolved that the University Counselling Association (UCA) undertake a study of counselling services in universities in Canada in terms of their principles, goals, objectives and organization for the purpose of establishing standards and guidelines for such counselling services."

Dee G. Appley

Dee G. Appley, Past-President
University Counselling Association

ACKNOWLEDGEMENTS

EXECUTIVE COMMITTEE AT THE TIME OF THE SURVEY:

Past President	Rev. M. A. Record, University of Windsor
President	Dr. Dee G. Appley, York University
1st Vice Pres.	Dr. J. Aurele Gagnon, Univ. of Sherbrooke
2nd Vice Pres.	Dr. Earl J. Tyler, Brandon University
Secy. Treas.	Dr. William Dick, York University

SURVEY PLANNING COMMITTEE:

Dr. Dee G. Appley
Dr. William Dick
Mr. Rudy Heinzl, McMaster University
Dr. Earl J. Tyler

REGIONAL COORDINATORS FOR THE SURVEY:

Mr. Rudy Heinzl - for the Lakehead and east
Dr. Earl J. Tyler - for west of the Lakehead

REGIONAL CONFERENCES: (See Appendix B for Participants and Respondents)

The Maritime Provinces: April 21, 1967

Convenor: Rev. M. J. MacLean, St. Francis Xavier Univ.
Host: Dr. H. D. Beach, Dalhousie University
Representatives for the Executive: Mr. Rudy Heinzl and Dr. Dee G. Appley

Quebec: April 28, 1967

Convenor and Host: Mr. J. A. Sproule, Sir George Williams Univ.
Representatives for the Executive: Mr. Rudy Heinzl and Dr. Dee G. Appley

Ontario: May 3, 1967

Convenor and Host: Dr. Charles Preston, University of Waterloo
Representatives for the Executive: Mr. Rudy Heinzl and Dr. William Dick

The Western Provinces: May 1967

Representative for the Executive: Dr. Earl J. Tyler

FRENCH TRANSLATIONS: Dr. Laurent Isabelle, University of Ottawa

SECRETARY: Mrs. Rita Thirkettle, York University

TABLE OF CONTENTS

	Page
FOREWORD	i
ACKNOWLEDGEMENTS	iii
TABLE OF TABLES	vi
I. HISTORICAL INTRODUCTION	1
II. CURRENT AND PROJECTED STAFF-STUDENT FIGURES	5
A. Enrollment (1)*	5
B. Counselling services; counsellor/student ratios (2-4, 8)	6
III. ORGANIZATION OF COUNSELLING SERVICES	10
A. Position within administrative structure (5-6)	11
B. Internal organization (7-8)	12
IV. POLICIES, SERVICES AND TRAINING PROGRAMS	16
A. Referrals and resources (9)	16
B. Types of clients (13-15, 18)	16
C. Policies and activities	20
1. Testing (12, 15b, 15c)	20
2. Freshman orientation programs	20
3. Research (16a)	20
4. Record keeping (17a, 17b)	22
5. Training programs (23)	23
V. EFFECTIVENESS	24
A. Status and acceptance of the counselling service (11)	24
B. Relationships with other university units and the community at large	24
C. Publicity for Counselling Services (15a, 15c)	27
D. Evaluation of counselling effectiveness (16b)	28
VI. STATUS QUO AND FUTURE DEVELOPMENTS	29
A. Present Strengths, Present Weaknesses (20)	29
B. Long- and short-range plans - Fact and Fantasy (24a, 24b)	30
C. The U.C.A. Survey (25-26)	31

*Numbers in brackets refer to Survey Questionnaire items -- See Appendix A

Page

VII. SOME STUDIES AND REPORTS FROM THE UNITED STATES FOR COMPARISON . 32

A. Recent studies. 32
B. What about 1970 - 75 - 80?. 36

VIII. DISCUSSION 37

EPILOGUE 39

REFERENCES 42

APPENDICES 43

A. University Counselling Association: 1967 Survey of Counselling Services in Canadian Universities 43
B. List of Institutions Participating and Respondents/Participants. 44

TABLE OF TABLES

Table		Page
1.	Average Student Enrollment in 1966-1967 and Predicted Enrollment 1970	5
2.	Counselling Services and Dates of Establishment	6
3A.	Present Fulltime Counsellor/Student Ratios in Institutions with Formal Counselling Services by Size of Institution	8
3B.	Average Fulltime Counsellor/Student Ratios for All Responding Institutions	9
4.	Official Names of Counselling Services	10
5.	Position of the Counselling Service within the Administrative Structure	11
6.	Titles of Persons in Direct Charge of Counselling Services.	12
7.	Educational Background of Present Full and Part Time Counsellors	13
8A.	Average Number of Counsellors per Institution for those Institutions with Formal Counselling Services	14
8B.	Average Number of Counsellors per Institution by Size of Institution	15
8C.	Average Number of Counsellors per Institution by Region	15
9.	Where Students are Referred for Counselling	17
10.	Student Problems Seen by Each Counselling Resource - in Percentages	18
11.	Non Student Clients Accepted by Counselling Services	19
12.	Current Research Concerns of Counselling Services in Canada	21
13.	Suggested Common Records to be Developed for Exchange of Information	22
14.	Estimated Acceptance of Counselling Services	24
15A.	Relationships of Counselling Service with Other University Units	25
15B.	Convenors and Participants for Joint Intrauniversity Meetings	25
15C.	Purposes of Joint Intrauniversity Meetings	26

Table Page

16. Community Liaisons of Counselling Services 26

17. Publicity Media Employed by Counselling Services 27

18. Built-in Procedures for Evaluation of Counselling Effectiveness 28

19. Present Strengths of Counselling Services 29

20. Present Weaknesses of Counselling Services 30

21. Plans for the Future 31

22. Related Services Offered Through Counselling Centers (from Clark) 33

23. Publication of the Center (from Clark) 34

I. HISTORICAL INTRODUCTION

In 1962 when the first Canadian Conference on Student Mental Health was held in Kingston, less than one third of the universities in Canada had a formal Counselling Service, and the University Counselling Association had about 40 members. In the five years since that time, this picture has changed radically. The number of institutions reporting a formal service has almost tripled and the Association membership has more than doubled.

As will be seen later in this Report, the average date of establishment of counselling services in the institutions reporting in this survey is 1962; and indeed one half of them date their existence from 1965. It was natural that each new Director or other person responsible for establishing a service would look to those already established, often to find that "the expert" had one year of experience to share. Even this was welcomed. At York University, we had in 1962 sought help; by 1965 we had been sought out over and over and over again.

In Ontario, for a number of reasons including relative geographic proximity, there seemed to be a good deal of this informal and individual researching taking place. Late in 1965 planning was begun for a provincial Exchange-of-Ideas Conference to facilitate this sharing of experience.

At that meeting which took place at York University in April 1966, 30 universities and colleges were represented, and 83 individuals, sometimes meeting someone from their own campus for the first time, spent a profitable day in small group discussion. They talked about how the university can organize to meet student needs, major problems confronting university students, some approaches and techniques in counselling students, and shared research projects.

The ideas generated were pooled, and organized in a report (D. G. Appley et al, 1966), and this was shared with members of the University Counselling Association in other provinces through the Provincial Represen-

tatives who were encouraged to think about similar exchanges.

This dialogue was continued at the 1966 UCA Annual Meeting in Vancouver. At that time, it was apparent that more and more universities and colleges would be seeking assistance when they came to set up new, or reorganize existing, services. It was felt that the UCA should be able to provide this kind of expert consultation, but that this would require planned development.

At the Business Meeting in June 1966, therefore, a Resolution was passed empowering the Executive to carry out a study in order to be able to provide such consultation (see p.ii). It was anticipated that this would be a two-year project, and it was hoped

(1) that we would then be able to define and describe working models of service, i.e. offer viable alternative ways of organizing services;

(2) that we would work towards establishing minimum standards for services;

(3) that cooperative research and exchange of information would be facilitated; and

(4) that consultants could be developed who would be able to respond to requests from universities to come on campus and assist in the planning of their services and facilities.

Already an awareness of the necessity for providing more training programs was in the minds of many members, and some members recognized that standards for training programs would need to be considered very soon as well.

There was some delay in moving forward because, at its October meeting, the Executive of CAUSPS (the Canadian Association of University Student Personnel Services) voted to extend this study to include all student services, with the UCA as the initiators to be responsible for coordinating the efforts of all the Associations. Dr. Dee G. Appley, York University, and Dr. Laurent Isabelle, University of Ottawa, were voted overall Coordinators,

and were given responsibility for writing up the final report.

However, it was not possible to undertake and finance such a comprehensive survey soon enough to report at the Annual Meeting in June 1967. Therefore the UCA Executive felt it imperative to proceed with the first phase of its own survey in order to be able to report back to its membership as directed.

Beginning early in the new year, plans for the survey were developed by the Survey Planning Committee and the Executive. Subsequently, regional conferences were organized across the country, and meetings were held in Halifax, Montreal, Waterloo and in the western provinces in the Spring. This time, only Directors of services or their equivalent (see Appendix B) were invited to come together to fill out a Survey Questionnaire, and to meet each other and share their experiences and plans.

Because of limitations of time, money and personnel, neither the questionnaire nor the responses were ideally developed, but useful information was gathered and pooled for further discussion at the 1967 UCA Annual Meeting in Ottawa in June. Plans for the extended survey of counselling services, and the joint survey of all student services, were and are continuing, but it was felt by those present at this UCA Annual Meeting that some interim summary statement of the 1967 survey would be helpful to the membership, i.e. a Report that could be used as a working paper.

At the UCA Executive meeting this Fall, it was agreed that regional meetings would again be encouraged through the Provincial Representatives to discuss this Report, and to plan the next phase of the project. It is anticipated that these meetings will generate additional information which will lead to a second report to be utilized at the Annual Meeting in Calgary in June 1968. It is also intended that we will continue to work towards implementing all of the intentions of the Resolution passed by the UCA in 1966.

Much more information will need to be shared by each college and university, and other meetings held, before the final report representing the current state of affairs, and anticipating developments and needs of counselling services in Canadian universities can be written. Even from

this first Report, it will be apparent however that there are urgent problems to be faced, and the Association will need to move rapidly if it is to be useful in solving these problems. There is no doubt that the intentions implied in the 1966 Resolution are still very relevant, and it is important that the Association be able to take up this informed consultant role if the UCA is to make a significant contribution in the university world.

INTRODUCTION TO THE QUESTIONNAIRE DATA

The next five sections of this paper consider in detail the results of the University Counselling Association Survey which was conducted in the Spring of 1967. Although every attempt has been made to organize the survey data into meaningful facts and justifiable conclusions, it must be borne in mind that responses to a number of items were incomplete and/or inexact. Where this was the apparent case, some mention of the fact appears either in footnotes to the tables, and/or in the accompanying text.

In many cases these incomplete answers were unavoidable because of limitations imposed by the question or the inapplicability of certain items to specific institutions. In other instances, incompleteness was sometimes due to misinterpretation of the question, or lack of appropriate knowledge on the part of the respondent.

It should be noted that the Report does not identify individual institutions in any way, and by and large deals with all institutions across Canada rather than by region. This is specifically in response to the stated wishes of members present at the Annual Meeting. Later studies may be able to overcome this reluctance on the part of respondents to have their institutions more clearly identified.

In spite of all of these possible limitations, there is considerable information for thought and action in the following pages, and as can be seen in Section VII, the data are very much in accord with comparable U.S. studies.

II. CURRENT AND PROJECTED STAFF-STUDENT FIGURES

A. Enrollment

The entire university system is undergoing rapid development and expansion, and some recognition of the extent of this growth is important in any consideration of the development and expansion of counselling services.

TABLE 1

AVERAGE STUDENT ENROLLMENT IN 1966-1967
AND PREDICTED ENROLLMENT 1970*

Region	Student Population	1966-1967 Avg.	1970 Predicted Avg.	Percentage Increase
Ontario	FTU	3806	5449	43%
	FTG	497	823	66%
	FTT	4330	6422	48%
Maritimes	FTU	1389	2404	73%
	FTG	93	232	149%
	FTT	1482	2751	86%
Western	FTU	5022	7453	48%
	FTG	386	506	31%
	FTT	5408	8072	49%
Quebec	FTU	4298	4961	15%
	FTG	271	448	65%
	FTT	4887	5408	11%
Total 4 Regions	FTU	3515	4989	42%
	FTG	368	532	45%
	FTT	3900	5766	48%
Total Excluding Quebec+	FTU	3375	4994	48%
	FTG	328	547	67%
	FTT	3728	5835	57%

*FTU, FTG, FTT - Full-time UNDERGRADUATE, GRADUATE, and TOTAL.

The above figures are averages for those institutions responding to each particular item. There are discrepancies between (FTU + FTG) and FTT because some respondents gave totals only, not breaking the total into graduate and undergraduate. Data on "Projected Maximum Enrollment" and "Part-Time Enrollment" were not complete enough to include in this analysis.

+This breakdown is given separately because there is some question of comparison due to different definition of "undergraduate" and "graduate" in Quebec.

The growth of the colleges and universities with which we are dealing will mean an average increase in total enrollment of over 50% over the course of just the next three years (Table 1). While this growth appears to be most striking in the Maritime provinces (86% increase), its effects will obviously be great in all regions. The graduate student population is increasing at an even greater rate and for all regions combined approximates a two thirds increase. Thus an institution with 100 graduate students and a total full-time enrollment of 1000 today can expect to have to accommodate approximately 167 graduate students and a total enrolment of over 1500 in just three years. The implications of this analysis for present counselling resources are all too obvious. This does not take into account new universities, or the community colleges which will also have to be staffed.

B. Counselling services

Although the institutions in this study have been in the business of educating students for over half a century on the average, the counselling services which do exist have generally been established within the present decade, and indeed more than half are less than five years old. As Table 2 illustrates, about one-fourth of the 49 institutions responding to the survey have no formally organized counselling service at this time.

TABLE 2

COUNSELLING SERVICES AND DATES OF ESTABLISHMENT*

Region	Date of Univ. Establishment		% with a Counselling Service	Date of Couns.Serv. Establishment*	
	Mean	Median		Mean	Median
Ontario	1925	1958	75%	1964	1965
Western	1916	1908	83%	1959	1960
Maritimes	1883	1856	61%	1965	1966
Quebec	1878	1869	89%	1958	1965
All Regions	1906	1908	78%	1962	1965

*Universities with no formal counselling service were not included in the computation of columns 4 and 5 except if an anticipated date was given. All institutions, of course, are included in the other computations.

As we consider changes in the existing counselling services on the one hand, and the establishment of such services on the other, the question of how many counsellors are needed to meet the needs of this rapidly growing university system naturally arises. Table 3B offers an approximate answer to this question.

Because respondents did not always specify actual number of "days per week" when listing present staff in their institutions' counselling services, Table 3A and 3B offer two analyses. Approximate counsellor/student ratios are shown using the assumption that a "part-time" counsellor devotes one-third of his time to counselling, and the equivalent figures assuming "part-time" to be equal to one-half time are also shown.

As can be seen in Table 3A, except for the institutions under 1500, ratios of counsellors to students range from 1:1000 to 1:2300. This is for these institutions reporting a formal counselling service. For all institutions combined, these ratios become somewhat less favourable on the whole. On the average, these range from 1:1400 to 1:1900 (see Table 3B).

By 1970, assuming there is no increase in staff, each hypothetical full time counsellor would have to assume responsibility for an additional 700 - 1000 students, or an increase of 50% for an already overburdened counsellor (see Table 3B All Regions). This does not take into account that there will be new institutions to staff as well which will draw on present resources.

It is important to bear in mind that all persons listed as staff (question #8 Appendix A) are included in this analysis as "counsellor" regardless of education, training, etc. unless specified as secretary, etc. As can be seen later (Table 7), almost one-third of these "counsellors" are listed as having a Bachelor's degree or no specified degree. Of those with advanced degrees, the relevance of their education is not always clear. We may assume therefore that this rather unfavourable picture is in actual fact probably even less favourable.

TABLE 3A

PRESENT FULLTIME COUNSELLOR/STUDENT RATIOS[+]
IN INSTITUTIONS WITH FORMAL COUNSELLING SERVICES
BY SIZE OF INSTITUTION

Number of Institutions	Size of Institution	If Part-Time = 1/3[++] FTU	FTT	If Part-Time=1/2[++] FTU	FTT
10	Under 1500	1: 300	1: 300	1: 200	1: 200
11	1500-4000	1:1200	1:1200	1:1000	1:1000
14	Over 4000	1:2200	1:2300	1:1900	1:2100
35	All institutions	1:1400	1:1500	1:1200	1:1300

FTU = full-time undergraduate
FTT = full-time total student population

[+]Student figures are given to the nearest hundred.

[++]All individuals listed in response to question #8, Appendix A are included.

TABLE 3B

AVERAGE FULLTIME COUNSELLOR/STUDENT RATIOS[+]
(FOR ALL RESPONDING INSTITUTIONS)[++]

If part-time = 1/3*			If part-time = 1/2*	
Full-Time Undergrad.	Full-Time All Students		Full-Time Undergrad.	Full-Time All Students
		ONTARIO		
1: 1900	1: 2200	1966-1967	1: 1600	1: 1800
1: 2700	1: 3200	1970	1: 2200	1: 2600
		WESTERN		
1: 2000	1: 2200	1966-1967	1: 1800	1: 1900
1: 3000	1: 3300	1970	1: 2600	1: 2800
		MARITIMES		
1: 1200	1: 1300	1966-1967	1: 900	1: 1000
1: 2000	1: 2500	1970	1: 1600	1: 1800
		QUEBEC		
1: 2000	1: 2300	1966-1967	1: 1800	1: 2000
1: 2300	1: 2500	1970	1: 2100	1: 2300
		ALL REGIONS		
1: 1800	1: 1900	1966-1967	1: 1400	1: 1600
1: 2600	1: 3000	1970	1: 2200	1: 2500

[+] Student figures are given to the nearest hundred.
[++] 25% of these institutions do not have a formal Counselling Service.
*Respondents did not always note actual days-per-week in listing counsellors; hence, the data are presented as if "part-time" denoted 1/2 time, and as if "part-time" denoted 1/3 time. Ratios for 1970 are computed using the number of counsellors reported in 1966-67, i.e. assuming no increase in counsellors.

III. ORGANIZATION

The specific title or formal name of the counselling service varies a good deal among the responding institutions. As Table 4 enumerates, of the 33 institutions responding to the relevant item in the survey, no less than 22 different names for the service are provided. This sometimes reflects the place of the service in the institutions, and sometimes the emphasis of the service itself.

TABLE 4

OFFICIAL NAMES OF COUNSELLING SERVICES

(6)	Counselling Service(s)
(4)	Student Counselling Service(s)
(3)	Service d'Orientation
(2)	University Counselling Service
(1)	University Counselling Centre
(1)	Department of Psychological Services
(1)	Psychological Services Centre
(1)	Psychological Counselling Service
(1)	Counselling and Psychological Services Centre
(1)	Counselling and Testing Service
(1)	Office of the Guidance Centre
(1)	Guidance Centre
(1)	Guidance Services
(1)	Guidance Office
(1)	Personal Counsellor
(1)	Office of Student Services
(1)	Student Personnel Services Department
(1)	Department of Student Affairs
(1)	Centre Psycho-Social
(1)	Student Counselling and Student Aid
(1)	Advisory Bureau
(1)	President's Committee on Counselling

In an analysis of the organization of present counselling services, two separate but interrelated aspects can be considered: (a) the position of the service within the administrative structure of the institution, and (b) the internal organization of the service itself.

A. Position within administrative structure

Although almost all of the counselling services recognize ultimate responsibility to the President or Principal of the institution with which they are affiliated, the subordinate chain of responsibility as reported is far from uniform. In Table 5, the responses to question #6 in the survey were grouped into categories to present the various basic systems of administrative organization and structure. There appear to be nine relatively distinguishable structural arrangements; these are listed in Table 5 with the number of institutions to which each applies.

TABLE 5

POSITION OF THE COUNSELLING SERVICE
WITHIN THE ADMINISTRATIVE STRUCTURE

(a) Service is directly responsible to the Dean of Students or Dean of Student Affairs, who is in turn responsible to the President or Principal of the institution	(9)
(b) Service is directly responsible to the President or Principal of the institution and no other mediator is involved	(7)
(c) Service is responsible to a Department of Student Affairs or a Department of Guidance & Counselling	(5)
(d) Service is responsible to a member of the administration who operates at the Vice-President level and whose primary function is those aspects of the institution which deal with student life (e.g. Vice-Principal, Vice-Rector of Student Life, Vice-Chancellor, etc.)	(5)
(e) Service is organized within, and is responsible to, the Psychology and/or Education Department of the institution	(4)
(f) Service is responsible to the President through an administrative assistant (below the Vice-President level) in charge of student life and student affairs	(2)
(g) Service is responsible to the President or Principal through the Dean of Arts & Sciences	(1)
(h) Service is responsible to a Deans' Council in terms of general policy, but directly to the President for matters of administration (budget, staff, appointments, etc.)	(1)
(i) Service is autonomous and not responsible to any other administrative supervision	(1)

Number of respondents who indicated each position is indicated in brackets above.

B. Internal organization

(1) Just as the official name given to counselling services shows minor and major variations, so too do the official titles of the individuals who are directly responsible for or directly in charge of this function. Table 6 presents a listing of these titles, and again illustrates the differences in emphasis among institutions. However, Director is obviously the most common designation when there is an officially recognized service.

TABLE 6

TITLES OF PERSONS IN DIRECT CHARGE OF COUNSELLING SERVICES

(24)	Director
(2)	Dean of Students
(1)	Guidance Director
(1)	Supervisor of Guidance Centre
(1)	Chairman, Department of Guidance & Counselling
(1)	Chairman, Faculty Committee on Counselling
(1)	Dean of Student Affairs
(1)	Dean of Arts & Sciences
(1)	Student Affairs Officer
(1)	Coordinator
(1)	Personal Counsellor
(1)	Deputy to the President
(1)	Vice-Principal of Student Services
(1)	Director of Student Aid
(1)	Registrar

(2) Taking the answer to question #8 at face value as given, there are as was noted earlier, marked differences among counsellors in terms of education. For those whose education is specified, they range from B.A. to Ph.D. and M.D. (see Table 7).

(3) The average number of counsellors in the responding institutions is shown in Tables 8A, B & C. Here again, as was the case in Table 3, this information is given in two modes (as if part-time=1/3; and as if part-time= 1/2). It will be noted from the figures that there is presently an average of just over one full-time and two part-time counsellors for each of the 49 responding institutions, yielding a total counselling resource of approximately two counsellors per institution if present personnel were divided equally among all institutions, regardless of size (see Table 8C).

TABLE 7

EDUCATIONAL BACKGROUND
OF PRESENT FULL
AND PART TIME COUNSELLORS

Qualifications	Full (F) or Part (P) Time	Ontario[+]	Western[+]	Maritimes[+]	Quebec[+]	Totals[+]
Ph.D.	F	4	2	0	1	7
	P	7	10	2	1	20
M.D.	F	0	0	0	0	0
	P	2	1	1	0	4
Doctor (Unspecified)	F	1	0	0	1	2
	P	10	4	0	0	14
Master's degree	F	5	7	2	5	19
	P	5	7	9	8	29
Education (M.Ed./Ed.D.)	F	0	5	0	2	7
	P	0	0	0	1	1
Other advanced degree	F	0	1	0	3	4
	P	2	0	1	2	5
No degree beyond Bachelor's	F	1	6	0	2	9
	P	2	0	1	2	5
Qualifications not stated	F	6	0	5	1	12
	P	9	1	12	1	23
Totals	F	17	21	7	15	60
	P	37	23	26	15	101

Note: Information regarding other departments, administrative units or agencies in which many counsellors are cross-employed is not presented here because these arrangements were not clearly enough defined by respondents.

All individuals listed by a respondent are included here unless designated as secretary, etc.

[+]Number of institutions represented are: Ontario = 15, Western = 12, Maritime = 13, Quebec = 9, Total = 49.

When these data are broken down in terms of relative institution size, the results are perhaps more meaningful (Table 8B). It is very easy to see that the larger the institution, the less favourable the present counsellor/student ratio when all reporting institutions are included in the analysis.

The analysis presented in Table 8A shows a somewhat more favourable situation, i.e. when we look at only those institutions with formal counselling services. However, it is not unreasonable to recognize that present personnel will be attracted to other institutions, and therefore this represents a temporary picture.

As has been shown, if present resources were distributed equally among all reporting institutions, there would certainly not be an adequate pool of people to carry out even the present services. Add to that the inevitable increase in student population, and the additional demand by new institutions, and the increasing shortage of counsellors becomes even more obvious.

TABLE 8A

AVERAGE NUMBER OF COUNSELLORS PER INSTITUTION
FOR THOSE INSTITUTIONS WITH FORMAL COUNSELLING SERVICES

Number of Institutions	Size of Institution	Average # Full-Time Counsellors	Average # Part-Time Counsellors	Avg. # of Counsellors per Institution if P.T.=1/3	Avg. # of Counsellors per Institution if P.T.=1/2
10	Under 1500	1.67	3.70	2.83	3.45
11	1500-4000	1.55	2.27	2.31	2.69
14	Over 4000	2.86	2.43	3.67	4.08

TABLE 8B

AVERAGE NUMBER OF COUNSELLORS PER INSTITUTION
BY SIZE OF INSTITUTION*

N	Size	Avg.Full-Time Counsellors	Avg.Part-Time Counsellors	Total Counsellors (If Part-Time equals 1/3)	Total Counsellors (If Part-Time equals 1/2)
13	Under 1000	.67	2.33	1.44	1.83
14	1000-3000	.64	2.14	1.36	1.71
13	3000-5000	1.86	1.43	2.34	2.57
9	Over 5000	1.89	2.78	2.81	3.28

*25% of these institutions do not have a formal Counselling Service.

TABLE 8C

AVERAGE NUMBER OF COUNSELLORS PER INSTITUTION
BY REGION*

N	Region	Avg.Full-Time Counsellors	Avg.Part-Time Counsellors	Total Counsellors (If Part-Time equals 1/3)	Total Counsellors (If Part-Time equals 1/2)
15	Ontario	1.13	2.60	1.99	2.43
12	Western	1.75	2.17	2.47	2.84
13	Maritimes	.54	1.92	1.18	1.50
9	Quebec	1.67	1.45	2.15	2.39
49	All Regions	1.22	2.10	1.92	2.27

*25% of these institutions do not have a formal Counselling Service.

IV. POLICIES, SERVICES AND TRAINING PROGRAMS

A. Referrals and resources

The university counselling service is not the only place today's students turn to when they are faced with a problem for which they seek outside help. In Tables 9 and 10, an analysis is made of some other campus resources, and the relationship of these other resources to the counselling service. Table 9 lists nine relatively common problems which lead students to seek help, and eight resources to which they frequently go for this assistance. Percentages represent the respondents' choices about where they would refer students seeking help with each type of problem. In Table 10 the format is similar, but the percentages represent the distribution of types of problems seen by each of the various resources according to where respondents' make their referrals (see Notes Tables 9 and 10 for further clarification).

Obviously in the absence of a counselling service, all problems get distributed among the remaining resources. It should be noted that family and friends were not included, and those represent real resources for students. All of these resources should be kept in mind in later discussion, when other uses of the counsellor's time are proposed.

One common system of advising frequently employed is the faculty-advisor program, utilized by 35 of the 49 institutions in the survey (71.5%). Viewed by regions, the percentages of institutions with such a system are as follows:

Ontario	80%
Western	67%
Maritimes	77%
Quebec	56%

(This will be discussed later also when it will be noted that faculty members are an important resource to bear in mind but are often ignored by counsellors.)

B. Types of clients

An issue of considerable interest is the extent to which the counselling service is available to persons other than full-time students in the college or university. While some institutions acknowledge in their counselling service philosophy that they would accept or welcome non-students, others feel that the services of counselling should be restricted to students alone.

TABLE 9

WHERE STUDENTS ARE REFERRED FOR COUNSELLING

Type of Problem	Academic Deans		Non-Acad. Deans		Faculty Members		Counsel. Service		Health Service		Univ. Chaplains		Resident Dons, etc.		Placement Officer		Other Resources	
	C	NC	C	NC	C	NC	C	NC	C	NC	C	NC	C	NC	C	NC	C	NC
Academic	27.9	35.7	3.8	10.7	30.8	32.2	26.0	-	1.0	0.0	1.9	7.1	4.8	14.3	1.9	0.0	1.9	0.0
Study Skills	6.8	30.0	5.3	20.0	20.3	25.0	50.0	-	1.4	0.0	1.4	5.0	9.5	20.0	0.0	0.0	5.3	0.0
Financial	9.0	30.8	22.4	23.1	4.5	0.0	20.9	-	0.0	0.0	4.5	7.7	2.9	7.7	13.4	7.7	22.4	23.0
Medical	0.0	9.1	2.3	0.0	0.0	0.0	7.0	-	74.5	63.6	2.3	9.1	9.3	18.2	0.0	0.0	4.6	0.0
Graduate School	34.2	46.6	1.5	6.7	28.6	3.3	28.5	-	1.5	6.7	1.5	6.7	1.5	0.0	0.0	0.0	2.7	0.0
Career Plans	8.8	20.0	5.1	15.0	10.2	25.0	40.5	-	0.0	0.0	3.8	10.0	1.3	5.0	27.8	25.0	2.5	0.0
Personal-Social	5.0	8.4	13.0	20.8	4.0	25.0	36.0	-	12.0	0.0	15.0	20.8	13.0	25.0	1.0	0.0	1.0	0.0
Psych-iatric	0.0	18.8	3.6	6.2	0.0	12.5	40.0	-	47.4	37.5	3.6	12.5	1.8	12.5	0.0	0.0	3.6	0.0
Religious	1.7	0.0	6.9	8.3	6.9	8.3	27.6	-	3.4	0.0	48.4	75.1	5.1	8.3	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	50.0	-	0.0	0.0	25.0	0.0	0.0	0.0	25.0	0.0	0.0	0.0

"Other Resources" most commonly meant the university Treasurer's Office (c.f. large percentages with financial problems).

"Other Problems" frequently referred to pre-marital questions.

Note: Data in this table are derived from item #9 asking respondents to check all appropriate resources where students would be referred for counselling for each of nine common problems. Reading across, the percentages in each row indicate the percent of responding institutions reporting that their students would be referred to each of these eight resources. In each entry the first percentage is derived from those responding institutions with a counselling service (C); the second percentage in each entry is derived from only those institutions without counselling services (NC).

As can be seen, all of the resources are utilized for a variety of problems, but some striking differences occur in this distribution when there is a counselling service.

TABLE 10

STUDENT PROBLEMS SEEN BY EACH COUNSELLING RESOURCE - IN PERCENTAGES
(according to where respondents would refer students on their campuses)

Counselling Resource ↓ / Type of Problem →	Academic		Study Skills		Financial		Medical		Graduate School		Career Plans		Personal-Social		Psych-iatric		Reli-gious		Other	
	C	NC	C	NC	C	NC	C	NC	C	NC	C	NC	C	NC	C	NC	C	NC	C	NC
Academic Deans	37.2	27.0	6.4	16.2	7.7	10.8	0.0	2.7	32.0	18.9	9.0	10.8	6.4	5.4	0.0	8.2	1.3	0.0	0.0	0.0
Non-Acad. Deans	8.3	14.3	8.3	19.0	31.2	14.3	2.1	0.0	2.1	4.8	8.3	14.3	27.2	23.7	4.2	4.8	8.3	4.8	0.0	0.0
Faculty	36.8	27.3	17.2	15.2	3.5	0.0	0.0	0.0	24.2	15.1	9.1	15.1	4.6	18.2	0.0	6.1	4.6	3.0	0.0	0.0
Counsel. Services	12.9	-	17.6	-	6.7	-	1.4	-	10.0	-	15.2	-	17.1	-	10.5	-	7.6	-	1.0	-
Health Service	1.3	0.0	1.3	0.0	0.0	0.0	42.7	50.0	1.3	7.1	0.0	0.0	16.0	0.0	34.7	42.9	2.7	0.0	0.0	0.0
Chaplains	3.5	8.3	1.8	4.2	5.2	4.2	1.8	4.2	1.8	4.2	5.2	8.3	26.3	20.8	3.5	8.3	49.1	37.5	1.8	0.0
Res. Dons, etc.	13.5	19.0	18.9	19.0	5.4	4.8	10.8	9.5	2.7	0.0	2.7	4.8	35.2	28.6	2.7	9.5	8.1	4.8	0.0	0.0
Placement	5.7	0.0	0.0	0.0	25.5	16.7	0.0	0.0	0.0	83.3	62.9	0.0	2.9	0.0	0.0	0.0	0.0	0.0	2.9	0.0
Other	6.7	0.0	13.2	0.0	50.0	100.0	6.7	0.0	6.7	0.0	6.7	0.0	3.3	0.0	6.7	0.0	0.0	0.0	0.0	0.0

Note: To be read across rows; the figures for institutions with counselling services (C) = 100% and the figures for those without counselling services (NC) = 100%. These represent the distribution of the respondents' answers as to where students are referred, and give a rough idea of the proportion of each kind of problem seen by each service.

Table 11 analyzes the number of institutions within each region and the total number who will accept as clients various other persons affiliated with the institution directly or indirectly -- employees, potential students, relatives, or the general community.

However, there are some exceptions to stated policies. Frequently the institutions note that they will see the relatives of a student (or any other person) if the situation of the student's case makes such additional counselling contacts necessary or desirable for the student's benefit. In some cases, although not directly encouraged, the counselling service will see individuals in cases where a student is not directly involved. These contacts appear to be limited wherever they are available (usually because of time limitations) and they are also sought relatively infrequently.

In at least one instance charges of $10.00 per interview and up to $40.00 for a series of diagnostic tests and interviews are made for counselling of persons outside of the university. In other cases, referrals are made for these people to community agencies.

TABLE 11

NON STUDENT CLIENTS ACCEPTED BY COUNSELLING SERVICES

Number of Institutions → / Who Will Accept as Clients: ↓	Ontario (N=15)	Maritimes (N=13)	Western (N=12)	Quebec (N=9)	Total (N=49)	Total %
*Students' Parents	8	3	3	4	18	36.7
*Students' Siblings	3	2	1	3	9	18.4
*Students' Spouse	8	2	2	3	15	30.6
*Students' Children	2	2	1	2	7	14.3
*Students' Other Relatives	6	2	1	1	10	20.4
Extension & Part-Time Students	11	6	9	5	31	63.3
Institution Staff	7	4	8	4	23	46.9
Pre-University and Community	6	6	9	2	23	46.9

(*Over 50% will not accept any relatives of students.)

C. Policies and activities

(1) Testing

(a) Charging fees - four of the 49 institutions do charge students for various testing programs. One of these is a general fee charged to all students - $12.00 payable in four installments over the four years at the university. Two fee charging philosophies are based on specific situations with a flat-rate fee: in one case $35.00 is charged for a separate program of vocational testing, reporting, and subsequent counselling; in another case, $10.00 is charged for a student testing battery unless a recommendation is passed that this fee be waived. Another institution where fees are charged makes the assessment on the basis of the cost of external testing (e.g. for MAT, etc.). None of the 49 institutions report a special fee for counselling services.

(b) Freshman testing programs - fifty-five per cent of the institutions engage in some form of freshman testing program which involves the entire incoming class. These tests range from intelligence tests alone to more comprehensive batteries of aptitude, achievement, personality, and attitude measures.

(2) Freshman orientation programs - approximately 63% of the counselling services in the survey take an active part in the orientation of incoming students to the university. The role of the service generally assumes two phases in all of the institutions.

On the one hand, the counselling service is usually responsible for the testing program which frequently occurs as part of the orientation program (see above). On the other hand, the counselling service is usually included in an organized series of orientation speeches or discussions designed to acquaint the new student with the facilities of the university and to encourage him to make use of these facilities whenever he feels they would be helpful.

Other activities include counselling service desks in the registration line, study habits seminars, and small group meetings in dormitories. Some institutions have no orientation program, or designate (non-professional) dormitory counsellors or dormitory wardens to fulfill this function.

(3) Research

About 50% of the institutions responding engage in research as part

of the counselling service program. Table 12 lists those projects which were designated as currently in progress. Of those which do not have any current research programs, some cite the newness of the counselling service as the primary reason for this lack. They feel, as a rule, that such programs will be established in the near future, and they anticipate carrying out a number of projects now still in the planning stages.

TABLE 12

CURRENT RESEARCH CONCERNS OF COUNSELLING SERVICES IN CANADA

(a) Correlates of success in university: academic and non-academic.
(b) Evaluation of the freshman testing program and its relation to university life.
(c) Group dynamics and group processes.
(d) College drop-outs.
(e) Effects of reading programs.
(f) Evaluation of student life: academic and non-academic.
(g) Vocational development.
(h) Types of counselling problems.
(i) Types of counsellors and types of clients.
(j) Retention of scholarship standing by entrance scholars.
(k) Effectiveness of different counselling techniques.
(l) Predictive validity of tests.
(m) Characteristics of students who fail in engineering.
(n) Student assessment of counselling service.
(o) Follow-up studies of students who enter with minimum academic qualifications.
(p) Norms and measures for French language students.
(q) Evaluation of faculty advisor program.
(r) Demographic aspects of student mental health problems.
(s) Self-concept.
(t) Residence life.
(u) Follow-up of students who come to counselling service.
(v) Translation of psychological tests into French.
(w) Comparison of U.S. test norms with Canadian students' performance.
(x) Use of aversive stimuli for modification of behaviour.

The above is a listing of current research concerns of members of Canadian counselling services. This list is related to projects which are at least in the formal planning stages. Ideas which are expressed as 'interests' of staff members have not been included.

(4) Record keeping

The topic of record-keeping, either statistical or notational, is a matter for further exploration. Almost 70% of the institutions maintain some form of records in their counselling services. Of these, 91% feel that they would be willing to share records in a future survey. Slightly more than half note an interest in developing some form of a common record-keeping system in the future so that records may be compared with other universities.

Concerning the specific types or kinds of information which should be kept in a common format, a wide variety of responses were presented. Table 13 offers a summary of these suggestions. Among those who question common record keeping, several concerns were raised. What would be the extent of confidentiality in such a sharing of information? How would record keeping be implemented: e.g. developing a common code, etc.? What would be the purposes of such a sharing procedure? Considering the fact that many of the services are different in orientation, would the records have any comparability?

Obviously the importance of a continuing exchange of information will need further clarification and affirmation if there is to be such an exchange, and if there is to be consensual agreement about participating in such an exchange.

TABLE 13

SUGGESTED COMMON RECORDS TO BE DEVELOPED
FOR EXCHANGE OF INFORMATION

(a) Presenting problems.
(b) Sex, age, and personal background of clients.
(c) Number of students (clients) seen.
(d) Tests administered, scores and norms.
(e) Number of interviews, duration of interviews.
(f) Referrals (number and sources).
(g) Hospitalization (number of cases required).
(h) Suicides and attempted suicides.
(i) Kinds of service offered by counselling services.
(j) Evaluative measures of counselling services.
(k) Student grades.
(l) Counsellor time (how spent).
(m) Reading programs.
(n) Theoretical orientation of counsellors.

(5) Training programs

Just fewer than one-third of the institutions (30.6%) maintain some form of training program for university counsellors on their campuses. Of these, 14 of 15 are designated as credit programs. Nine of the institutions (18.4%) have inservice training programs now in operation, and such training programs are being planned in an additional 14% of the institutions. Some have developed a liaison with the faculty and are training or planning to train some faculty for counselling. This is also a planned part of the faculty advisor system at other campuses. Graduate students in education, clinical and counselling psychology are engaged in training programs at a number of universities, while one respondent notes that "all of us see ourselves as being constantly in an 'inservice' training program."

Counselling services are regularly compelled to go outside (usually outside of Canada) to recruit counsellors, as well as looking internally at their own training programs. Some institutions note the need to locate trained people from other universities for counselling, while others wonder if "counselling is to be relegated to the counsellor." This may well be related to Table 7, describing the present counselling staff, and will be discussed further in a later section. It is in any case a problem of great concern to almost all respondents.

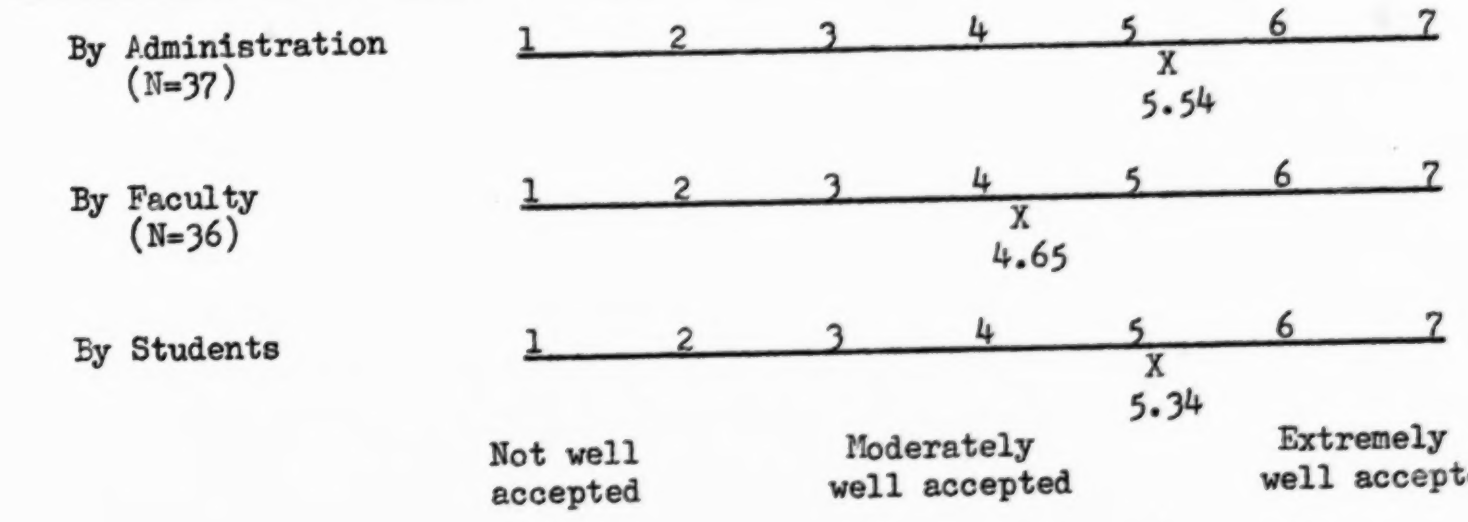
V. EFFECTIVENESS

A. Status and acceptance of the counselling service

Although many of the respondents reasserted the relative youth of their counselling services, the services appear to them to be moderately to well accepted at their universities.

TABLE 14

ESTIMATED ACCEPTANCE OF COUNSELLING SERVICES



General reaction to the counselling services appears to be good, respondents note, but because the services are just getting established, more conclusive feedback is still needed. Several hypotheses for the relatively low perceived faculty acceptance were suggested. These included faculty opposition to any counselling service, opposition to non-professional involvement, and an expression by one respondent that the faculty may feel counselling to be "wishy-washy sentimentalism." However, there is felt to be general positive acceptance by those who make use of the service.

B. Relationships with other university units and the community at large

The interrelationships of various university units with the counselling service occur largely through meetings and exchanges of ideas with (a) student services, (b) faculty and (c) administration. The position of the counselling service as expressed in these relationships is presented in Tables 15A, B and C.

It can be seen that almost one-third have regular meetings with student services and the administration, and almost all see themselves as available if requested. As can be seen also, there are relatively few meetings with faculty.

Relationships with community institutions and organizations are indicated in Table 16.

TABLE 15A

RELATIONSHIPS OF COUNSELLING SERVICE WITH OTHER UNIVERSITY UNITS

Number of Institutions whose Counselling Services meet with:	Student Services	Faculty	Administration
Regularly	16	8	15
Occasionally	9	8	10
Hardly ever	1	6	2
Informally (on request)	14	19	9

TABLE 15B

CONVENORS AND PARTICIPANTS FOR JOINT INTRAUNIVERSITY MEETINGS

Persons Responsible for Coordination

Director of Counselling Service (5)
Deans of Student Affairs (4)
Deans of Students (4)
Provost or Presidential Assistant (2)
Academic Deans (2)
Coordination Committee Chairmen (2)
Others (3)

Participants
(in various combinations)

Academic Deans
Admissions Officers
Advisory Committee on Health Services
Chaplains
Deans of Residences
Deans of Students
Department Heads
Director of Counselling Service
Director of Finance
Faculty
Medical or Health Service
Persons concerned with a specific problem
Placement Officers
President
Registrars
Secondary School Representatives
Student Affairs Deans
Student Council

TABLE 15C

PURPOSES OF JOINT INTRAUNIVERSITY MEETINGS

(a) Review of progress of counselling functions
(b) Administrative questions (budget, appointment, etc.)
(c) Referrals
(d) Discussions of problems and of general coordination
(e) Policy
(f) Student-Faculty-Administration relations
(g) Discussion of individual cases
(h) Arrangement of joint functions (freshman orientation, etc.)
(i) Future plans and relative roles in future development

TABLE 16

COMMUNITY LIAISONS OF COUNSELLING SERVICES

(a) High Schools
    (i) Contact with guidance services and administration
    (ii) Description of applicant testing program, career days, etc.
(b) Local hospital, psychological and psychiatric services
(c) Church groups and church affiliated schools
(d) Family and childrens' service agencies
(e) Local mental health services and clinics
(f) Adult retraining centres
(g) Home and School Associations
(h) Ministerial Associations
(i) Police Departments
(j) Canadian Association for Adult Education
(k) Provincial Youth Agencies
(l) Provincial Departments of Education
(m) Company of Young Canadians
(n) Canada Manpower
(o) Canadian Union of Students

C. Publicity for Counselling Services

As can be seen in Table 17, a variety of media are utilized for bringing counselling services to the attention of students and other members of the community. It would seem however that this is an underdeveloped area for many institutions, and it should perhaps be noted here that on many campuses, students, faculty and administration are not aware of the existence of services and/or the nature of those services. A continuing effort, using many media, is required to establish and maintain an informed university community.

TABLE 17

PUBLICITY MEDIA EMPLOYED BY COUNSELLING SERVICES

Medium	Number and Percent of Institutions using Medium	
University newspaper and other formal publications	27	55%
Freshman orientation program	18	35%
Word-of-mouth (from students)	16	33%
University calender	14	29%
Brochure of the counselling service	12	24%
Student handbook of general information	12	24%
Individual faculty and administration contacts	10	20%
Public notices, bulletin boards, etc.	9	18%
Letters to freshmen and/or other students	6	12%
Group testing sessions (incl. freshmen)	5	10%
University announcements	3	6%
Meetings of faculty with counselling services staff	3	6%
Advisory groups and interviews	2	4%
Student government	1	2%
Radio announcements	1	2%

D. Evaluation of counselling effectiveness

Approximately one-fifth of the responding institutions (20.4%) report that they have some built-in procedure for evaluating their counselling program. Table 18 summarizes these various methods.

TABLE 18

BUILT-IN PROCEDURES FOR EVALUATION
OF COUNSELLING EFFECTIVENESS

(1) Monthly meetings involving staff, counsellors, etc.

(2) Questionnaire:
  (a) to faculty and students in general
  (b) to counselled students at end of year

(3) Statistical evaluations comparing counselled students with non-counselled students in terms of grades and other correlates of success.

(4) Supervisory interviews with counsellors.

(5) Informal evaluations (subjective evaluations, increasing demand for services, etc.).

In general, these measures for evaluating counselling effectiveness are informal measures. Of the 10 institutions noting some procedure, most adhered to this relatively subjective assessment. Almost all noted the need for some effective and applicable methods of built-in evaluation, and here is another obvious area for cooperative efforts and exchange of information.

VI. STATUS QUO AND FUTURE DEVELOPMENTS

A. Present Strengths, Present Weaknesses

Tables 19 and 20 enumerate the relative strengths and weaknesses expressed by the responding institutions. A comparison by each institution with the general strengths and weaknesses may afford suggestions for consideration for that service which could be helpful in planning. A general discussion and criticism of this question is offered in a later section of this Report.

TABLE 19

PRESENT STRENGTHS OF COUNSELLING SERVICES

(a) Support from administration, faculty, and students
(b) Good communications with university and community
(c) Willingness of service to see students at all times
(d) Variety of counsellors (male-female, older-younger)
(e) Good physical location
(f) Counsellor/student ratios better than average
(g) Counselling facilities distinct from advising bureaus and psychiatric services
(h) Autonomy and independence, ability to decide own direction
(i) Many students seen
(j) Students have security that service is available
(k) Staff has faculty rank
(l) Reading clinic
(m) Confidentiality
(n) Reputation
(o) Ample staff time for student contact
(p) Freedom of staff to define roles
(q) Opportunity for research

TABLE 20

PRESENT WEAKNESSES OF COUNSELLING SERVICES

(a) Lack of adequate staff*
(b) Language difficulties - lack of bilingual counsellors
(c) No provision for clinical-psychiatric services
(d) No specialized person for "information"
(e) Not reaching students who need help
(f) Inadequate facilities, space problems
(g) Poor location
(h) All staff are part-time
(i) Counsellor/student ratios poor
(j) Poor coordination with other units of the university
(k) Lack of research
(l) Lack of feedback
(m) Financial problems, lack of funds
(n) Lack of differentiation between counselling and advising
(o) Inadequate publicity
(p) Relative youth of services
(q) Trimester system - cuts therapy time
(r) Geographical isolation

(*A weakness cited by almost all respondents.)

B. Long- and short-range plans - Fact and Fantasy

Table 21 lists in summary form the major goals, both long- and short-term, which were presented by respondents. These answers were handled with rather less detail than might have been desired, and the invitation to be imaginative and to set up an "ideal" service was not seized upon by many.

TABLE 21

PLANS FOR THE FUTURE

Short-Range	Long-Range
(a) Establishment of counselling services	(a) A building on campus, more space
(b) Diversification of services	(b) Cooperation (university and community)
(c) Additional staff	(c) Preventative programs in high schools
(d) Remedial work	(d) Additional group work
(e) Gaining information about other institutions	
(f) Better counsellor/student ratios	
(g) Communications improvements	
(h) Computer utilization	

C. The U.C.A. Survey

Negative criticisms of the questionnaire need to be considered in any future survey efforts. Some respondents found the questions ambiguous, and for some they were inappropriate. They would have wished to have more time to consider their answers, preferably in advance of the meeting. More questions on the philosophy of the counselling service would be welcomed. For those institutions which do not have a formal service, many questions were inapplicable.

In general, the survey appears to have been well-accepted, and appreciation was expressed by many. Furthermore, 74% of the institutions favour a follow-up study in 1968, and two-thirds support a visit to the campus by a team of UCA and/or CAUSPS representatives to carry out such a survey. All but one are abstentions rather than negative responses on the part of those who did not express approval for a follow-up visit. Any future survey will hopefully have a timetable which allows for adequate preparation on the part of interviewer and respondent, and will make adequate financial provision for analyses and reporting.

VII. SOME STUDIES AND REPORTS FROM THE UNITED STATES FOR COMPARISON

A. Recent studies

There would seem to be some merit in looking at a few related reports and studies coming from the United States recently if only to be reassured that the findings in this study are not atypical.

Nugent and Pareis (4) surveyed almost 800 colleges and universities in the United States in 1965, and found that about 60% had a formally recognized counselling service at that time. This would be quite comparable to the Canadian situation as revealed in this survey.

Their survey revealed that there was the equivalent of one full-time counsellor to 1000 students or less in only about 40% of those institutions, and indeed the ratio of less than 1 counsellor to 2000 existed in about 25% of the institutions surveyed.

More than 60% of these services do not offer service to non-students, and like the Canadian services only a small number charge any fees to students for tests, etc.

One rather striking difference is that a little over 50% have group counselling or therapy as part of their programs, whereas there were very few respondents in the Canadian survey who indicated any group programs in their services.

About 80% of the counsellors in the U.S. survey hold academic rank, and about 70% carry teaching responsibilities.

Interestingly enough just about one-third of these centres had any responsibility for training graduate students, and just over 50% were currently carrying on research. Comparable figures in the Canadian survey are approximately 30% and 50% respectively.

A very comparable study to the Canadian study was done by Clark (3) who surveyed 50 large universities with complete information on 36 and additional information on the others. He comes up with this rather grim

picture of the average centre:

> "...the average center is in a university of 15,000 students, supports the equivalent of...five full time counselors and engages in some training and research. Counselors have an average load of 3000 students, of which they see approximately 10-12% for approximately 3.3 hours, thus spending roughly 1000 to 1200 hours in counseling...Although each center is unique, it shares many similar characteristics and problems with its associates." (p.819)

When asked what their principal service was, over half listed three or more services, and the most common response was "vocational, educational and personal counseling." This is further demonstrated in Table 22 from that study, reproduced below.

TABLE 22*

RELATED SERVICES OFFERED THROUGH COUNSELING CENTERS

Service	Per Cent of Respondents Offering Service
Vocational Counseling	92
Educational & Occup. Information Service	89
Academic & Educational Counseling	85
Consultant Services to Other Dept.	85
Personal Adjustment Counseling	81
Participate Fr. Orient. Program	73
Participate National Testing Program	64
Research	60
Reading & Study Improvement Courses	58
Psychotherapy	50
Machine Scoring Service	50
Commun. or Public. School Testing Programs	25
Psychiatric Service	12

*Clark, p. 820

Clark points out that too often the counseling center is not known, and he has comparable information about media used for publicity as that presented earlier from the Canadian survey.

TABLE 23*

PUBLICATION OF THE CENTER

Method	Per cent of Centers Using Method
Student Newspaper	54
Freshman Orientation	48
Word of Mouth	40
Through Contact with Faculty	40
College Catalog	33
Pamphlet	25
Talks by Staff to Student Groups	25
Dormitory Counselors	21
Student Handbook	19
Displays	10

The most serious handicaps named, comparable to the weaknesses named in the Canadian survey, are staff, space, salaries and support, with the most consistent difficulty being lack of staff, and particular emphasis on the need for trained staff.

Personal adjustment counselling was particularly noted as an area needing increased emphasis, and a marked tendency for this to become a primary function of the centres.

Worth noting is the conclusion that "...needed emphasis for the services to the campus was most consistently shown in the mention of consultant services..." (Clark, p. 822).

Other areas in need of emphasis were research and the increasing awareness that more work needs to be done with preventive mental health, i.e. the "normal" students.

When asked about future plans, about 60% had none or had nonspecific

*Clark, p. 820.

plans, i.e. simply keeping up was what they intended to do. Forty-four per cent had plans, but by and large these were related to more staff, and more space. Only 14% planned some increase in training of graduate students.

These findings are consistent with the data from the Canadian survey but are not encouraging in terms of supplying answers.

In another study (5) in which the findings are more suggestive than conclusive, it was found that students responding to the question of where they sought help for various kinds of problems used the category "no one" as the most frequent response for academic difficulties, academic adjustment, social and emotional problems, i.e. for about 30% of the questionnaire's problems.

The investigators find this response a strong indictment of the university's facilities and personnel, and further find that particularly in scholastic matters and financial aid, students are not finding the assistance they are needing.

They also point out, as was apparent in the Canadian survey, that the students see the faculty members as an important resource, and communication between faculty and student personnel staff must be improved.

In the spring of 1967, at about the same time as the Canadian survey, Warnath (7) surveyed 60 directors of counselling services in the United States. Fifty of these replied. Their responses to the question "What activities other than one-to-one counseling might a new counselor be expected to learn as part of his job" are important to consider in planning for the future in Canada. The answers in percentages were:

nothing else	2%
maintenance of occupational file	20%
teach reading and study sections	24%
coordinate staff, develop activities	36%
liaison with residence halls	62%
teach in academic department	72%
carry on research	86%
group counselling	90%

In this study, 64% said they had interns on their staff, but it is not clear if this means they are offering training.

One other question that has some relevance shows that more than half the staff members have been there two years or less.

We can conclude then that the findings in the Canadian survey are not inconsistent with the picture presented by the studies in the United States which means that we are left with the challenge to help solve the problems, and cannot look abroad for all of the answers although there are some individuals who indeed have been thinking ahead.

B. What about 1970 - 75 - 80?

In 1966 some people met together at the American Psychological Association meetings to think ahead about counselling services in 1980. It was acknowledged that by 1980, 10 million students would be in colleges in the United States, including many more adults. Participants emphasized that we must begin to think about being experts on student growth and development, we must begin to acknowledge and study social and environmental forces, we must exchange information, and provide inservice training. We must see ourselves as consultants, and carry on continued research and study. We must be agents of change, and we must look for many ways of implementing change. We must begin to conceptualize our theory and set up training programs for faculty and administration, and think about such things as programmed learning courses (e.g. in reading). In general we must be more active, and we must look ahead and prepare to innovate.

VIII. DISCUSSION

As we look at the preceding sections, it is apparent that there has been very rapid change and growth in Canadian counselling services, and even between the time of the survey and this Report, the picture has undoubtedly changed somewhat. However, if we take the information with all of its limitations at face value, we will arrive at a reasonably accurate understanding of the present situation and the short term future, and be able to project some suggestions for the long term future. Comparison with the United States studies cited confirms these findings, as shown in the preceding section.

It is apparent that there is a trend towards establishing some kind of formal counselling service, with professionally qualified staff. Given such a service, students will take their personal-social, their academic and their career problems to that resource a good share of the time, as well as a variety of other kinds of problems (see Tables 9 and 10).

This does not eliminate the need for other resources, and indeed communication among resource people on each campus needs to be implemented with special effort. It is probably not by chance that there is little regular communication between counselling services and the faculty, and that counselling services perceive the faculty as least impressed by their services (see Table 14).

If we consider the range of services that students will seek out and use, it is apparent that we must think seriously about ratios of student personnel to students as well as faculty to students. Certainly no one would consider one faculty member to 1600 or 1700 or 2000 students as a reasonable ratio. And while one would not say that there need to be equal numbers of student personnel members and faculty members, certainly we need to recognize that the objectives of student services cannot be met adequately under the present arrangements.

It is almost impossible to think of creating enough trained people to continue in the same patterns as the past. Still training is certainly one of the important problems to be faced and this problem is not presently

being solved in inservice training nor in the training of new counsellors. The pace at which plans are developing is obviously inadequate.

We must also exercise our imaginations much more to create less traditional ways of looking at student services and their place in the total university community. We must particularly think in terms of the 'expert consultant' role, i.e. as people who know a good deal about university students and about the university. We must think of doing many things with groups of people, and see curselves as change-agents in a much broader frame of reference.

Students come to university intending to change. It is a time for growth and development intellectually, socially and emotionally, aesthetically and spiritually (D. G. Appley). Surely the university ought to be preparing to implement that process -- and indeed to assure that such growth and development have the opportunity to take place (Sanford). It would seem to be self apparent that this means that all members of the community, traditionally divided into camps of students, faculty and administration -- with student services as a kind of subcategory of administration -- must meet together to create ways of making this possible. What role counselling services will take in this enterprise is one to be very seriously contemplated immediately. Surely the "fantasy" section of the survey did not reveal these kinds of imaginings.

Will such services remain a supplementary resource for "the misfits"? An "available" resource if someone wishes to seek it out? An increasingly peripheral resource as other parts of the community recognize the importance of looking at the total university - and providing for all members of the community in meaningful ways? Or will counselling services come to see themselves as at least an important partner in the overall planning and policy and decision making channels? Certainly questions of standards and models must deal with these kinds of considerations if there are to be useful answers generated.

It is very apparent that there is currently, and there will be increasingly, a shortage of staff members whose major concern is related to counselling as presently viewed and loosely defined. It is worth remembering that there are other resources available, actually or potentially, to do at least some of the kinds of things that counsellors now do. (See Tables 9 & 10 e.g.). What then can be the unique or special purposes of a counselling service or its equivalent on a campus?

EPILOGUE

I trust that in a working paper it is not unreasonable to conclude with some statements that can be attacked. Therefore I would like to move to the first person and state my own position even more clearly.

Colleges and universities are places where people come to learn, and therefore to change. Although much thought and effort have gone into the formal learning situations, i.e. the curriculum, most of the important "incidental" learnings have been left to chance, e.g. developing emotional maturity or aesthetic sensibility. Certainly there has been very little effort to integrate meaningfully the intellectual and non-intellectual growth and development of students-in-a-university, i.e. the recognition that colleges ought intentionally to plan for and implement ways of providing optimal environments for learning to take place - intellectually and emotionally, aesthetically, socially, spiritually, etc.

Student personnel services, including counselling services, have been developed in the last century to work in the area of "incidental" learning in order to implement the objectives of higher education. But it is perhaps past time for noting that these are general objectives, and student personnel services should be working integrally within these general objectives of higher education. That is, there needs to be concerted effort within the university to recognize the implications of the objectives most colleges and universities hold, and to work towards carrying out those intentions more directly.

This means that counsellors, e.g. have the opportunity to become "consultants" in this exciting enterprise if they are willing, ready and able to supply the skills that are needed and to take the initiative. By and large it will take a concerted effort to provide the inservice training needed for those already in the field, and to recognize what kind of training must be provided for future counsellors if counselling services are to play a meaningful role.

As always, different colleges will develop unique models, but it is

not an exaggeration to say that all must consciously evaluate their counselling services to see their place in the total university.

Can a resource such as a counselling service afford simply to be "available on request" and not actively engaged in helping to create the kind of community where growth, learning, innovation are all given optimum conditions? Whether the counselling service leads or shares in this activity is not the important question - it is that surely the counsellors ought to be aware of and somehow centrally engaged in this common concern.

It would seem to be so right a time and so ripe a time for being the right people in the right place at the right time. With so many urgent social problems to be solved in the world, what more exciting challenge than to be in a university at this time, and to have the opportunity to help create a community in which the growth and development, the education, of able young people is the central task?

The university represents society's higher aspirations. "And if our culture and society are to be changed at all by the deliberate application of intelligence and foresight, no agency has a better chance of initiating change than our institutions of higher learning." (Sanford, p. 10). They are supposed to "liberate the mind", "build the capacity to make value judgments", "inculcate the values and attitudes of democracy." (Sanford, pp10-11)

We need to remember that the university is a place where growing, changing individuals come to facilitate their growth; and expectations for change, implicit and explicit, are brought by all. The ideals of the university complement the aspirations of the students, but the "facilitators" are often out of tune with both.

Student services can serve as a resource for helping to close the gap between these two sets of intentions, and counselling services in particular should make a conscious attempt to close that gap. Traditionally this kind of service has been seen as a remedial attempt to alter a bad fit, but more and more it is apparent that we must approach the problem differently and more meaningfully.

How can we establish and utilize the necessary resources to create a community in which the university and the student come close to realizing their intentions? Obviously as universities grow, we will need more of

everything. We must certainly have more people whose concern is the study of the student, and of the university as a community.

Whether these are 'faculty' or 'student personnel' is not the real issue - they must both be 'teachers'. And we must look beyond the traditional separation of function. Just as courses are becoming 'interdisciplinary', and we cannot expect to stuff an idea into a bag labelled 'special discipline', so too we must stop worrying about labelling the problem solver, and look at the problem and the required skills. We must be ready to utilize the people with the skills and develop people with the skills which are needed.

Agreement about the general objectives of higher education ought surely to be reaffirmed in our universities, and concentrated efforts be directed to implementing and facilitating the achievement of these objectives which includes developing a philosophy of education consistent with what is known about personal development.

Having taken one step, this preliminary survey, we ought to move forward with a sense of urgency and purpose, or be ready to step aside and let someone else do it. Surely the questions are,

If not now, when?

If not you, who?

REFERENCES

1. Appley, Dee G.; Cosgrave, Gerald; Dick, William; and Wismer, Ruth. Counselling in Ontario Universities, York Univ: Psych. Services Dept., Report #4-66, mimeo, Toronto: York Univ, 1966.

2. Appley, Dee G. Presenting Problems of Self Referred University Students - Theory and Fact, Proceedings of the Canadian Assoc. of Univ. Student Personnel Services, October 1966, pp. 32-43.

3. Clark, David D. Characteristics of Counseling Centers in Large Universities, Personnel and Guidance Journal, Apr. 1966, pp. 817-23.

4. Hugent, Frank A. and Pareis, E. Nelson. A Survey of Present Practices in College Counseling Centers, mimeo report, 5 pp. 1967.

5. Penney, James F. and Buckles, Delora E. Student Needs and Services on an Urban Campus, J. of College Student Personnel, May 1966, pp. 180-85.

6. Sanford, Nevitt (Ed), College and Character, John Wiley and Sons, Inc., N.Y., 1964.

7. Warnath, Charles. Results of Counseling Centers Directors' Survey, Spring 1967, mimeo report, 2 pp.

APPENDIX A

UNIVERSITY COUNSELLING ASSOCIATION

1967 SURVEY OF COUNSELLING SERVICES IN CANADIAN UNIVERSITIES

APPENDIX A

UNIVERSITY COUNSELLING ASSOCIATION

1967 SURVEY OF COUNSELLING SERVICES IN CANADIAN UNIVERSITIES

NOTE: PLEASE PRINT OR WRITE PLAINLY AND COMPLETE AS BEST YOU CAN ALL ITEMS THAT APPLY TO YOUR UNIVERSITY.

NAME OF COLLEGE OR UNIVERSITY: _____

LOCATION: _____ City _____ Province

INFORMANT: _____ Name _____ Position

_____ Date

1. Enrolment:	Full-Time Undergraduate	Full-Time Graduate	Part-Time
No. of Students in 1966-67			
Projected No. of Students in 1970			
Projected No. of Students Maximum			

If no maximum is planned, check (✓) ___ Year university started _____

Comments:

2. Is there a "Counselling Service" now? Yes _____ No _____
3. If "yes", when was it started? Year _____
4. If "no", when is it anticipated? Year _____
5. What is the official name of the Service? _____
6. How is the Service placed in the administrative structure of your University?

_____

_____

_____

_____

Institution

7. Who is in direct charge of the Service? Name: _____

Position or Title: _____

8. List staff members of the counselling service: (use another page if necessary)

NAME (Include position, title, degrees, professional affiliation)	Check (✓) where appropriate			No. Days per Week
	Full Time	Part-time with Cross Appointment (name Dept.)	Part-time from outside University (name agency)	

Clarifying Comments:

Institution

9. To whom are students referred for assistance with the following types of problems:

   A. Check (✓) as many as apply. Use space below to clarify or elaborate.
   B. If group approach is used by any of these staff members, place an asterisk(*) next to each check mark where this applies.

	Academic Deans	Non-Academic Deans	Faculty+	Counselling Service	Health Service	Chaplains	Residence Dons Etc.	Placement Officer	
Academic									
Study Skills									
Financial									
Medical									
Graduate School									
Career Planning									
Personal-Social									
Psychiatric									
Religious									

Clarifying Comments:

+Is there a faculty advisor system? Yes ___ No ___ Please explain in some detail.

_____
Institution

10. Coordination: Check (✓) all appropriate spaces.

Do members of the Counselling Service meet with members of other student services, faculty and administration? Yes ___ No ___

		Stud.Serv.	Faculty	Admin.
If "Yes", do they meet	(a) regularly	___	___	___
	(b) occasionally	___	___	___
	(c) hardly ever	___	___	___
	(d) informally (on demand)	___	___	___

Who is responsible for coordination? _____

Who meets? _____

_____

For what purposes?

11. In your own estimation, how well accepted or regarded is the Counselling Service in the University? Place "X" on appropriate number on scale.

	Not well Accepted			Moderately well Accepted			Extremely Well Accepted
(a) By Administration	1	2	3	4	5	6	7
(b) By Faculty	1	2	3	4	5	6	7
(c) By Students	1	2	3	4	5	6	7

(d) Clarifying comments:

_____
Institution

12. Are students charged extra for testing or counselling services? Yes ___ No ___
If "yes", what is the fee schedule for
(a) Counselling:

(b) Testing:

13. Are your counselling services available to the student's

(a) Parents _____ (d) Children _____
(b) Siblings _____ (e) Other Relatives _____
(c) Spouse _____

Check (✓) all those that apply.

Clarifying comments:

14. Are your counselling services available to Extension and other part-time students? Yes _____ No _____

If "yes", on what basis?

15. Are your counselling services available to University staff members (faculty, administration, secretarial, etc.)? Yes _____ No _____

If "yes", on what basis?

Institution

15a. How is the counselling service publicized, i.e. brought to the attention of the students?

15b. Is there an all university freshman testing program? Yes _____ No _____

15c. Is the counselling service involved in the freshman orientation program?

Yes _____ No _____

If "yes", how?

_____
Institution

16a. Do you engage in research as part of the counselling service program?

Yes _____ No _____

If "yes", please outline the areas under investigation.

16b. Do you have any built-in procedures to evaluate your counselling program?

Yes _____ No _____

If "yes, how is this conducted?

_____
Institution

17a. Does the counselling service keep statistical or other records of its services?

Yes ____ No ____

If "yes", would you be willing to share these in a future survey?

Yes ____ No ____

17b. Would you be interested in developing a common record keeping system in the future so records may be compared with other universities?

Yes ____ No ____

If "yes, what kinds of information should be kept?
(give examples)

Institution

18. Are your counselling services available to pre-university students or to other individuals in the community who have no formal affiliation with the University?

Yes _____ No _____

If "yes", please elaborate. If "no", please describe future plans for above, if there should be any.

19. Is there any liaison, formal or informal, between the University counselling service and other services in the community? (Include other educational institutions, e.g. high schools, etc.).

Yes _____ No _____

If "yes", please elaborate. If "no", please describe future plans for above, if there should be any.

Institution

20. Describe any special features of your counselling service in terms of both strengths and weaknesses: (Include comments about salary here please: range of salaries, etc.).

Strong points:

Weak points:

21. Describe any special problems on your campus which effect the day-to-day operations and the development of the counselling service, (e.g. difficulties in establishing or expanding the service, etc.).

22. Related to No. 21, are there any characteristics or circumstances at your University which make it more or less unique as an institution (i.e. create special problems and/or offer special advantages)?

_____
Institution

23. Are there any training programs for University counsellors underway on your campus? Yes ____ No ____

If "yes", are these credit programs? Yes ____ No ____

Are there inservice training programs? Yes ____ No ____

If "no", are programs being planned? Yes ____ No ____

Please elaborate:

Any other comments on training:

Institution

24. This page is reserved for you to make comments of any kind concerning your counselling service and its future development and expansion. Please feel free to include your fantasy of "the ideal counselling service" in your particular setting.

A. Present goals and objectives:

B. The Future - Fact and Fancy:

Institution

25. Comments and criticisms of this Survey:

26. Would you be in favour of a follow-up survey next year? Yes ____ No ____

If "yes", would you be in favour of a campus visit by a UCA (or CAUSPS) team? Yes ____ No ____

If "yes", who on your campus should be invited (names & positions): (use other side of page if necessary)

THANK YOU FOR YOUR COOPERATION

APPENDIX B

Canadian Universities Represented in 1967 Survey of Counselling Services and Respondents

University			Respondent
MARITIME PROVINCES			
Acadia University	Wolfville	N.S.	Mr. David B. Barnes, Director of Counselling Centre
Bathurst College	Bathurst	N.B.	Rev. Clarence Cormier, Director of Guidance
Dalhousie University	Halifax	N.S.	Dr. H.D. Beach, Prof. & Director, Student Counsel. & Psych. Serv. Centre
Memorial Univ. of Newfound.	St. John's	Nfd.	Dr. J.D. Eaton, Dean of Men
Moncton, Univ. of	Moncton	N.B.	Dr. Pierre Dion, Director, Centre Psycho-Social
Mount Allison University	Sackville	N.B.	Dr. E.G. Nichols, Prof. & Act.Head, Dept. of Psych. & Soc.
Mt. St. Vincent College	Halifax	N.S.	Miss Margaret Ross, Nursing Instr.
New Brunswick, Univ. of	Fredericton	N.B.	Miss Edith G. McLeod, Registrar
Nova Scotia Agr. College	Truro	N.S.	Mr. A.D. Ells, Dean, Voc.&Tech.Trng.
Nova Scotia Tech.College	Halifax	N.S.	Mr. P.C. Hamilton, Placement Offr.
St. Dunstan's University	Charlottetown	P.E.I.	Mr. A.J. MacAdam, Student Counsllr.
St. Francis Xavier Univ.	Antigonish	N.S.	Rev. M.J. MacLean, Director, Guidance Centre
St. Mary's University	Halifax	N.S.	Mr. L.W. Smith, Dir. Stud.Affairs
QUEBEC			
Bishop's University	Lennoxville		Dr. D.D. Smith, Head, Psych.Dept.
Laval University	Quebec		Mr. Andre Bellerive, Dir., Guidance Service
Loyola of Montreal	Montreal		Major J.Philip Hale, Supervisor, Guidance Centre
Macdonald Coll.of McGill U.	St.Anne de Bellevue		Mr. E.T. Hallberg, Asst. Prof., Dept. of Guidance & Counselling
Marianopolis College	Montreal		Mr. A.A. Surkis, Clinical Psychgst.
McGill University	Montreal		Mr. J. Stanley Kennedy, Asst. Student Counsellor
Montreal, University of	Montreal		Dr. Roger E. Lapointe, Directeur, Svc. de Orientation
Sherbrooke, Univ. of	Sherbrooke		Dr. J. Aurele Gagnon, Directeur, Svc. de Orientation
Sir George Williams Univ.	Montreal		Mr. J. A. Sproule, Director of Guidance Services

University			Respondent
ONTARIO			
Brock University	St. Catharines		Mr. Arthur D. Brain, Student Affairs Director
Glendon Coll., York Univ.	Toronto		Dr. William Dick, Counsellor
Guelph University	Guelph		Mr. Ian A. White, Counsellor
Lakehead University	Port Arthur		Rev. John W. Kerr, Dean of Students
Laurentian University	Sudbury		Mr. Jack N. Dardick, Act. Dir., Student Counselling Service
McMaster University	Hamilton		Mr. Rudolph Heinzl, Director, Student Counselling Service
Ottawa, University of	Ottawa		Dr. Serge Piccinin, Director, Counselling Service
Queen's University	Kingston		Rev. A.W. Laverty, Chaplain
Royal Military College	Kingston		Lt.Col. J.M. Brownlee, Director of Cadets & Military Trng.
Toronto, University of	Toronto		Dr. D.J. McCulloch, Director, Advisory Bureau
Waterloo, University of	Waterloo		Dr. Charles Preston, Director, Counselling Service
Waterloo Lutheran Univ.	Waterloo		Miss Esther J. Brandon, Dean of Women
Western Ontario, Univ. of	London		Dr. Leola E. Neal, Dean of Women and Prof. of Psych.; Dr. H.V. Thurlow, Counsellor
Windsor, University of	Windsor		Dr. Orian Worden, Coordinator, Psych. Services
York University	Toronto		Dr. Joan Stewart, Asst.Prof., & Asst. Dir. Psych. Services
WESTERN PROVINCES			
Alberta, University of	Edmonton	Alta.	Dr. A.V.B. Hough, Director, Student Couns. Services
British Columbia, Univ. Of	Vancouver	B.C.	Mrs. Helen McCrae, Dean of Women; Mr. A.F. Shirran, Director, Student Services
Brandon University	Brandon	Man.	Mr. R.B. McFarlane, Student Personnel Officer
Calgary, University of	Calgary	Alta.	Dr. C.M. Christensen, Director, Student Counselling Service
Manitoba, University of	Winnipeg	Man.	Dr. R.I. Hudson, Director, Counselling Service
Saskatchewan, Univ. of	Saskatoon	Sask.	Mr. R.A. Rennie, Dir. Counsel. & Student Affairs
Simon Fraser University	Burnaby	B.C.	Miss Lolita Wilson, Dean of Student Affairs
St. John's College	Winnipeg	Man.	Mr. D.J. Lawless, Head, Dept. of Psychology
St. Paul's College	Winnipeg	Man.	Mr. R. Stelmack, Lecturer
United College	Winnipeg	Man.	Dr. C.J. Robson, Chairman, Dept. of Psychology
Vancouver City College	Vancouver	B.C.	Mr. R.H. Speed, Counsellor
Victoria, University of	Victoria	B.C.	Dr. Esme N. Foord, Director, Counselling & Testing

Additional copies available from:

Dr. Dee G. Appley,
The Counseling Center,
University of Massachusetts,
Amherst, Mass., U.S.A. 01002

or

Dr. William Dick, Secretary,
University Counselling Association
c/o Psychological Services Department,
Glendon College, York University,
Toronto 12, Ontario, Canada.